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May 1, 1977

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MEMORANDUM #1

TO: Admiral Stan Turner, USN
OEOB Suite 347
The White House
Washington, D.C. 20500

FROM: Vince Davis

RE: Reasons why I should stay fairly close to the Patterson
School during the 1977-78 Academic Year (AY)

This memo recapitulates some points that I made to you in conversation in your offices on Tuesday, April 26, plus a few more points.

1. Strong commitment to my professional work in academic life

My professional work in academic life has been my main commitment for 20 years. It is not a second choice that was made in frustration because I was unable to make it in my first choice. It is an end in itself--not a means to an end.

There are some people who enter academic careers as merely a means toward some other end--as a steppingstone toward another goal, like some young lawyers who enter the legal profession as a steppingstone into a political career. In my part of academic life, we have our Kissingers and our Brzezinskis who were never really oriented toward academic careers, who played very little role in professional activities in our field--indeed, who did not really care very much about their reputations among other professors unless those other professors could help them to establish growing reputations among policymakers in Washington. In short, the Kissingers and the Brzezinskis have always been oriented toward the power and the glory in Washington, not toward the routine daily tasks of teaching, research and writing that characterize the true academic person.

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Parenthetically, might I add that there are basically three kinds of work that can establish a person in some degree of prominence in an academic career:

- (a) Teaching, which results in generations of students who go on to prominence in their careers.
- (b) Research, which results in publications that are regarded as major milestones in a body of academic literature, and that influences the work of later research scholars.
- (c) Institution-building--building a program, a center, a journal, a school--some kind of enduring institutionalized activity that lives beyond the person.

I have done, and continue to do, all three of these things. The Kissingers and the Brzezinskis have done very little, if anything, along these lines. Their "students" were always policymakers in Washington or other capitals, not the kids who signed up for their classes on campus. Their "research" was always aimed at policymakers, not at campus colleagues. They built no enduring institutions or organizations.

Nothing said here is intended to downgrade the Kissingers and the Brzezinskis. These kinds of people have often rendered important public service, and it is wholly legitimate to use the campus environment as a springboard into those kinds of public service careers in Washington. My point, simply, is that there are fundamental differences between their kinds of careers and my own kind of career, with some profoundly basic implications:

- For the Kissingers and Brzezinskis, going to Washington in some kind of prominent position is the ultimate career fulfillment, the main goal all along.
- For the Davises out in academic life, going to Washington is a digression, an interruption. The Davises must therefore ask themselves, if considering a year or two in Washington, how that experience relates to their main career in academic life. Will the Washington experience help or hinder their academic pursuits, advance or retard the goals that they have set for themselves in the academic work on campus?

Of course, it cuts the other way too. If I invite a former ambassador or general or admiral to spend a

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semester or two on campus in some faculty-type capacity such as "diplomat in residence," that person will almost invariably ask him^{self} how a period on campus might help or hurt his chances to get back into the big-time arena in Washington in some later appointment. Only when all of those ambitions have been stilled will that kind of person cheerfully seek, without frustration, the opportunity to do some work on a campus.

--- Bringing it back to my own case, I am thus forced to ask how a year in Washington during 1977-78 would relate to my long-range academic goals, and what I hope to achieve over the next 20 years before I hit the compulsory retirement age (assuming good health). In my case, I think I might possibly get a marginal expansion of my knowledge about how big government works, but I have studied this subject professionally for the past 20 years, and I think that I have most of the basics fairly well in mind. On the negative side, I can think of many ways that a year in Washington would handicap rather than help my academic work.

Therefore, what it really comes to, for me, is this decision: A choice between:

- Doing something in 1977-78 which is clearly and directly related to my academic work...and I want to stress that I view my academic work as an important form of public service. I am not in it to get rich. My salary comes from the taxpayers. Training young minds to assume key positions in society in the future, expanding knowledge in my field of research (knowledge that government agencies sometimes find useful), and building a school where future generations of young people can receive professional education are to me important forms of public service.
- Or, working in Washington for 1977-78, which is another important form of public service, but which is likely to impose some penalty on me in terms of my future academic work.

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Parenthetically on the last point above, I know a great many people in my field or related fields in academic life who have gone to Washington for a year or two or more, starting in about 1961 up to the present. Some of them had always wanted the Washington opportunities in the first place, and some of them were merely lured by the power and the glory when opportunities suddenly materialized. But, in almost all cases, when those people later on tried to return to academic life, they found themselves very frustrated because they were not able to locate positions as attractive as the ones toward which they were heading if they had remained in academic work without going to Washington. There are several important explanations for this phenomenon, including the simple fact that there are fundamental differences (in some respects incompatible differences) between the daily habits, job styles and temperaments that work best in academic life, and those that work best in government service. The basic values are profoundly different. I happen to think that I am capable of "going either way"--in academic work, or in government work--but all of my inclinations and preferences are toward the academic side.

2. The Patterson School faces a critical year in 1977-78

Even if I were hell-bent to spend a year in Washington, for a change of pace or the fun of it or whatever reason, 1977-78 is not an ideal time for me to walk away from the Patterson School and let somebody else run it for a year.

First, we have developed a great deal of momentum at the Patterson School since I arrived here to take charge in August 1971. We are outbidding Harvard and Princeton and other much more prestigious schools for some of the top students (with far fewer resources at our command). We have a major new fellowship program underway for the first time, aimed at attracting more black students. We now operate the University's "Summer in Romania" program. We are developing a full-scale summer internship program. We have a major book series underway with our University Press. And, most urgently, we are kicking off our own fund-raising drive, to improve our fellowship resources, with great assistance from our increasingly

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active and helpful Board of Advisors and alumni. You have been, as a member of our Board of Advisors, necessarily out of touch with much of what we are doing. If you visited us now, you would see a considerably different operation from what you saw when you visited us about three years ago.

Second, alongside the momentum that I do not want to see falter, we have some major staffing problems that will be with us during 1977-78. I had hoped to have these solved by now, but in university work it is not always possible to come up with the necessary solutions instantly. Considerable patience is necessary, and one learns to live with frustration.

Third, the University of Kentucky itself is facing some urgent issues--primarily budgetary--during 1977-78.* In the system in state government here, the legislature meets every other year. Last year, the legislature did not adequately meet all of UK's needs. In the legislative session next year (i.e., the next biennial), we must do a lot better. There are assorted reasons for optimism, but nothing is certain, and a big effort will be required. My part in these efforts will be small, but even small efforts may be crucial components of a larger effort, particularly as the Patterson School could be effected.

Fourth, the purpose of a sabbatical year is to allow time for catching up on professional reading, for some research and writing, and to "recharge the batteries" in general. After 20 years in academic life without ever having been able to take a genuine sabbatical, I really need one now. I am way behind on reading, research and writing, mainly because of a continuously heavy administrative load of one kind or another, and this has undoubtedly hurt the quality of my teaching.

I am at the center of all of the activities and programs and momentum at the Patterson School. We are a very small organization, particularly in view of everything we try to do. I have to solve the staffing problems. Sure, I have a good "executive officer," and in normal times I could go away for a year fully confident that he could run the shop in my absence. But, as I say, 1977-78 will not be a normal year here.

** See attached clipping copy from Lexington newspapers.*

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Therefore, what I really should do is to take Fall 1977 as my full-pay sabbatical semester here at UK, remaining at home where I have a nice little office, doing my reading and research and writing. My "x.o." could run the shop for me, bothering me at home only if necessary, but I would be only a phone call or a 15-minute drive away from the campus on any serious problems requiring my personal attention. That would be August through December 1977. Then, starting in mid-January for Spring Semester 1978, I would be fully back on the job, on campus.

The option outlined in the paragraph immediately above is my strongly preferred option, and it will take enormous persuasion to get me to do something else.

3. Why do I care what happens to the Patterson School?

Every man needs to know what mountain he is trying to climb, and why, even if there are other mountains in the range with greener trees and higher peaks. The Patterson School is my mountain, and I have some reasons for thinking it to be important.

First, there are a total of eleven (11) specialized graduate schools of international affairs in the United States, and eight (8) of them are along the Eastern corridor from Boston/Cambridge to Washington. There is one in Denver, and one in southern California. The Patterson School is the only one of these eleven schools in the southeastern states. This has some important implications, to me.

"Wristonization" in the Department of State in the early 1950's had as one major goal the broadened effort to attract well qualified people into U.S. diplomacy from all over the United States, but that goal can never be fully achieved unless and until professional academic training programs such as the Patterson School are more even^y distributed nationwide. We offer an opportunity for youngsters from Kentucky and other southeastern states to get this kind of professional graduate training fairly close to home, at a reasonable cost, in comparison to going off to Harvard or Princeton.

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The fact that the Patterson School is relatively young in age, and small (we intend to remain small), allows us to be far more creative, more innovative, more flexible, and more experimental than the Harvards and the Princetons. In this sense, we can try out things that others may later want to copy. Some of the things we are doing have already been copied elsewhere. In this sense, the Patterson School is a national resource (although admittedly not quite yet a household word). Our quality standards are very high.

But, mainly, the Patterson School is a regional resource, and not only in the sense of providing a place where students from this region can get good professional training without having to pay the higher costs associated with going off to an Ivy League or similar school. We also provide a variety of public service programs, informal consulting services, and general learning opportunities for business executives, bankers, housewives, and the broad general public. To me, all of these things are important.

Indeed, in my own mind, unless there are serious new problems beyond my control that emerge in the future at the University of Kentucky, I am committed to remaining on the job here until I am forced into retirement at about age 68 (which is only 21 years away). Part of my commitment is, admittedly, a personal thing. A few years ago I asked Dean Rusk why he returned to Georgia, when a man like Robert McNamara seemed determined to remain in "the big time" in Washington. Mr. Rusk had an interesting and complicated answer, but a large part of his reasoning was a sense of personal obligation to return to his native southeastern region to assist in its further development. I have turned down senior faculty positions at far more prominent schools (for example, in the Ivy League) in order to be here at Kentucky, and a large part of my reasoning is the same as the reasoning of Mr. Rusk.

In summary, as I have said to you before, the "power and the glory" in Washington and elsewhere don't interest me. I've spent seven years of my academic career on Ivy League campuses, and I like the challenge here--plus some other attractive features of this environment. The Patterson School may be a small mountain, but it's the one that I am trying to climb.

[End of Memo #1]

The Lexington Leader

Section D

Lexington, Ky., Wednesday, May 4, 1977

UK's budget allows little for expansion

By CHARLES CASE

Leader staff writer

The University of Kentucky's catch-up plays in the budget games are going to have to wait until next year.

At least that was the gist of the comments made by UK's president Otis Singletary when he presented the 1977-78 budget to the school's board of trustees at their meeting Tuesday.

According to Singletary, the UK budget will only rise about 5.4 per cent this coming year to \$197.4 million. "That's less than the inflationary thrust of the times," he told the board.

He called the stand-pat spending "a continuation budget without any pleasant surprises. There's little in the way of expansion or development of new programs."

He did say, however, he hoped that some of the problems would be taken care of during the next biennial budget which will be submitted to the state's Council on Public Higher Education this fall. But even then, he cautioned, the university will still be playing catch-up, trying, for instance, to bring faculty-student ratios back to their 1969 level.

Dr. Michael Adelstein, the faculty representative to the board, took this chance to throw out a few figures of his own to plead the faculty's case.

He said that the faculty's real purchasing power had declined by 13 1/2 per cent since 1970 and said that the school had fallen to ninth place among 12 benchmark institutions in salary levels. It had been in sixth place

Then, noting a newspaper story which claimed that it now cost over \$64,000 to raise a child, Adelstein asked if the university would have to "sterilize the faculty or hire single people."

Explaining the school's financial woes, Singletary raised the two-headed Hydra—inflation and the incorporation of two new schools into the state's public higher education system.

Since the University of Louisville and Northern Kentucky State joined the system, he contended, UK's share of the state's higher education budget had slipped from 62 per cent to 41 per cent. He said none of the other state colleges and universities had to accept any cut, let alone one so drastic.

"This institution has been called upon to pay an inordinately high share of the cost. That has lead to both a deterioration of quality and morale," he concluded.

There were, on the other hand, a couple of bright spots in the budget.

It does provide for universitywide salary increases averaging 5 per cent, plus additional funds for adjustments in selected classified scales to make them more competitive in the local labor market.

The new budget also provides for the university to contribute to health insurance coverage for full-time employees for the first time and for additional financial aid to students.

An increase in the grant to the university from the Medical Center's Fund for Advancement of Education and Research will provide funds to support additional faculty positions and operating expenses in the UK College of Medicine.



Singletary